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EPID 7233– Public Health Surveillance Methods

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

EPID 7233– Public Health Surveillance Methods
Fall, 2019

<u>Instructor:</u>	Jian Zhang, MD. Dr. PH.
<u>Office:</u>	2032, Hendricks Hall
<u>Phone:</u>	(912)-478-2290 (office, rarely used), (678)-814-3788(cell)
<u>E-Mail Address:</u>	Jianzhang@georgiasouthern.edu (best way to reach instructor)
<u>Office Hours:</u>	Monday 3:30 PM - 5:30 PM Tuesday 1:00 PM - 4:00 PM Consultation appointments are available on an as-needed basis.
<u>Class Meets:</u>	Room: 2205, IT Bldg;
<u>Class Time:</u>	5:00 – 7:45, Tuesday

Course Catalog available at: http://em.georgiasouthern.edu/registrar/resources/catalogs/ under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: PUBH6133 or equivalent or permission of instructor.

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials are available for up to one year after graduation.

Catalog Description

This course will provide students with a strong foundation in public health surveillance of both health conditions and risk factors. The course will teach the theory and practice of surveillance supported by many examples of surveillance systems from the developed and developing world. The class will build on and reinforce basic epidemiologic concepts. Students will be given the opportunity to design and evaluate a surveillance system.

Required Textbook:

No required textbook, the recommended textbook is “Teutsch & Churchill. *Principles and Practice of Public Health Surveillance*. 3rd Edition. Oxford University Press
Supplemental reading materials, chapters from other books or publications appearing in major journals, will be provided by the instructor and accessible online at the course website or distributed during class.

MPH Core Student Learning Outcomes

1. Select quantitative and qualitative data collection methods appropriate for a given public health context.
2. Analyze and Interpret data for public health research, policy, or practice.
3. Assess population needs, assets, and capacities that affect communities' health
4. Design a population-based policy, program, project or intervention.
5. Communicate audience-appropriate public health content, both in writing and through oral presentation

CEPH Concentration Competencies

1. Identify, utilize, and interpret routinely collected epidemiologic data from a variety of settings.
2. Apply descriptive and analytic data analysis methods to epidemiologic data using statistical software, as appropriate.
3. Draw valid inferences from epidemiologic data at an intermediate level to assess the burden of disease or exposure-disease associations.
4. Evaluate the strengths and limitations of epidemiologic reports.
5. Engage in the dissemination of epidemiologic findings suitable to professional or lay audiences.

CEPH MPH Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Course objectives:

Upon completion of this course, the student will be able to:

1. Get the necessary background information related to public health surveillance
2. Identify the basic public health surveillance systems functioning locally, regionally, nationally and globally.
3. Define the basic steps to establish a surveillance system for different types of public health issues.
4. Analyze and interpret data produced from public health surveillance systems.
5. Understand the difference of surveillance functionality at different level of public health system.
6. Evaluate the performance of a public health surveillance system.
7. Appreciate the challenges and opportunities created by technology advancement for

public health surveillance.

8. Communicate information from public health surveillance systems effectively and efficiently with professionals and general publics as well.

Assessment (Course Activities) of Student Learning (competency)

Competency	Specific Assignment
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	Competency is met through Activity 1 (final examine and pop quizzes), Activity 2 (in class discussion) and Activity 3. Both activity 1 and 2 require students to explain the basic applications of public health surveillance principles, and to integrate these principles across the public health spectrum. Activity 3, a real-world surveillance project requires students to demonstrate capability to apply epidemiological methods to analyze national survey data for selected public health issues.
4. Design a population-based policy, program, project or intervention	Competency is met through Activity 3: a publishable manuscript including policy recommendation will be generated from a real-world surveillance project
5. Communicate audience-appropriate public health content, both in writing and through oral presentation.	Competency is met through Activity 3: a publishable manuscript including policy recommendation will be generated from a real-world surveillance project, and Activity 4: a 20 minutes class presentation from the class project to demonstrate the oral communication skills with policy makers and general publics.

Detailed description of the class activity and relevant objective.

1. Activity 1: Use course lectures and class discussions *to explain the basic terminology and definitions of public health surveillance*, including, but not limited to, disease surveillance, epidemiology surveillance, zero reporting. Competence in basic terminology will be evaluated using final examine and pop quizzes.
2. Activity 2: *Capability to explain the basic application of public health surveillance principles, and to integrate these principles across the public health spectrum* will be evaluated using in-class discussion on selected topics.
3. Activity 3: *Competence in written communication to the professional audience* will be evaluated using the final publishable submission of the class project based on real-world surveillance project.
4. Activity 4: *Competence in oral presentation* will be evaluated using the preparation and delivery of a PowerPoint presentation of a comprehensive review of an assigned infectious/chronic disease surveillance projects.

Outline of Course Content

WEEK	TOPIC ASSIGNMENT (Milestones of the class project)	READING (NOTE)
1 08/20	Warm-up and Courses review	
2 08/27	Introduction to Surveillance Systems (Topic for group project will be provided)	Ch1: Historical Development Assignment 1: Read and outline class projects from previous class cohort
3 09/03	The Past of Public Health Surveillance (Topic selection finalized)	Ch2: Considerations in Planning a Surveillance System Zhang J (2018) <i>JAMA Pediatr</i> ; 172: 782-784 (Assignment 1 due)
4 09/10	Purpose of Public Health Surveillance (Literature search)	Ch3: Sources of Health-Related Information, Zhang J(2017) <i>JAMA</i> ; 317, 971-973
5 09/17	Scheme and Method of Surveillance (Literature search)	Ch 4, 10, 11
6 09/24	Design a Surveillance System (Tables of literature search =10/100)	Ch6: Analyzing and Interpreting Surveillance Data: Zhang J (2017) <i>Mater Child Health</i>
7 10/01	Infectious Disease Surveillance (Preliminary analytic results of project)	Zhang J (2011) <i>J Infect Dis.</i> 204 (suppl1): S463-S470.
8 10/08	Non-communicable Disease Surveillance (Due mini review of your topic=5/100)	Zhang J (2016) <i>International Journal of Obesity.</i> 40:1480-1485
9 10/15	Analytic issue in non-communicable disease surveillance (Introduction of class paper ready)	Zhang J (2014) <i>Pediatrics</i> ; September
10 10/22	Evaluation of Public Health Surveillance (Results of class project ready for review)	Ch8: Evaluating Public Health Surveillance
11 10/29	State and Local Public Health Surveillance (Power-points of your class project=5/100)	Zhang J (2011) <i>J Infect Dis.</i> 204 (suppl1): S455-S462.
12 11/05	Class project presentation (Class presentation as a group=8/100) (Discussion of class project)	<i>MMWR</i> 2001 Oct 19;50(41):893-897
13 11/12	Future of Public Health Surveillance Social Media and Public Health Surveillance (1st draft of your group project)	Cha 12, and 13
14 11/19	Specific topic: Surveillance for disease eradication	Zhang J (1997) <i>J of infectious Disease</i> ; 175:s122-34 (Class project due)
Thanksgiving break		
15 12/03	Specific topic: Diabetes Surveillance (Finalized submission of group project=40/100) *	
16 12/10	Course Wrap-Up and Final Examination (Final exam = 20/100)	

* We will emphasize the quality of the final version of your literature review in evaluations, but some consideration will also be given to the amount of progress made over the course of the semester.

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods:

Class meetings will be a combination of lecture, class discussion, and active participation. Computer-generated presentations will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended readings and to thoughtfully answer the study questions for that learning experience. This active learning exercise is intended to assist the student in prioritizing and focusing their attention to the more salient points of the material found in the supportive readings. In this way it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

Assignment (project-warm up):

There are two purposes for the class assignment one. (1) As a part of the training of your writing skills and (2) to help you to get more sense about what your final submission of class project looks like.

Pop quiz:

Occasionally, the instructor will ask you to complete a pop quiz on the materials covered in previous class lecture before he starts the class lecture. The answer sheets of the pop quizzes will be submitted anonymously. However, you are encouraged to submit it with your name on if you are confident about your quiz performance. The quiz will not be accounted towards your courses scores, it is likely if your performance is consistently poor that instructor's impression may go negatively against you.

Class project:

The primary aims of the class project are to provide class participants with experience in application of the concepts and methods of surveillance effectively and efficiently. The ultimate goal of this project is to prepare students to apply appropriate methods and software in the analysis of surveillance data and to effectively communicate the results of their analysis in the form of papers, technical reports or others forms of scientific communication. To this end, the project will require each group to

- (1) Conduct a brief literature review to identify the one of the state, region or national public health priority for trend assessment
- (2) Identify an appropriate data sources for the topic selected.
- (3) Analyzed data using the surveillance-specific analytic approach.
- (4) Present their findings, its policy implication, clinical relevance and limitation of the study in the class for peer evaluation, and
- (5) Finally, develop a final paper based on an independent analysis of data set.

The instructors will be available throughout the course to assist students in each successive phase of the development of the project paper.

Final exams:

Students will complete one take-home exam, addressing basic concepts of surveillance systems, and applying the principles and methods discussed in the class to evaluate an existing surveillance system.

Grading:

Component / deliverable items	Due time (week)	% of grade *
Outline of previous class project	2	2
Literature search (table)	6	10
Literature review (Project mini-review)	8	5
Project Power-point	11	5
Project presentation	12	8
Final of class project (In the format of publishable manuscript, rubric would be available) <ul style="list-style-type: none"> • Importance (10 points) • Methodology (10 points) • Results (5 points) • Lessons learned/ policy or practice implications (5 points) • Clarity (5 points) • Abstract (5 points) 	14	40
Class participation, <ul style="list-style-type: none"> • Class attendance (5 points) • Discussion participation (5 points) ** 		10
Final exam (take home?)	17	20

*: **One point** would be taken away from the group for every one week delay.

**.: Your performance on pop quizzes may be reflected by the points instructor is going to grant you on discussion participation.

90 – 100	A	80 – 89	B	70 – 79	C
60 – 69	D	Below 60	F		

Your grades **will not** be posted. All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester.

All your work needs to be produced in a professional manner. The typos, grammar errors should be kept at minimum if any. The format and readability of your submissions will be taken into consideration when the instructor grades. At the present time, only MS word files are acceptable.

All assignments should be received by 12:00PM of the due day by electronic submission to jianzhang@georgiasouthern.edu. You must receive a confirmation of receipt to assume these have been well received by instructor for the final grade. You are responsible for these submissions and if the files are not received in a readable format, hard-copies are due at the same time in my mailbox located in the Western wing of Cone Hall. So attempt early submission.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time.

***** Technological difficulties do NOT constitute legitimate excuses or emergencies*****

Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in

university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not

authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date